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ABSTRACT

This guide to films appropriate for junior and senior high school classes of English as a second language (ESL) includes general comments on the use of films in ESL instruction, notes on how to use the film guide, an outline of procedures and class activities for the presentation of films, and an annotated filmography. The films are listed in two categories: those emphasizing content (animals, biography, American culture, global culture, minority youth culture, food, American geography, history, science, fables and folktales, general stories, and teenage stories) and those emphasizing skills (career education, creative writing, grammar, study skills, and survival skills). Feature length films and films without narration are also listed. Many entries include information about the film's length, date, and recommended level and a brief annotation. (MSE)

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AN ANNOTATED GUIDE OF AVAILABLE FILMS

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) SECONDARY CENTERS

BEGINNING AND INTERMEDIATE LEVELS

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Linda Hughes

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INTRODUCTION

This film guide has been assembled for the most part from the lists of films recommended and used by ESOL teachers. It contains descriptions and evaluations of over one hundred films, all of which have been previewed and found suitable for secondary ESOL students. A few of the films are also appropriate for upper grade elementary ESOL students. This annotated bibliography of films is designed to help the ESOL teacher to select appropriately from the overwhelming number of available titles.

The use of film in the language classroom is a widely-accepted and widely-practiced instructional technique. Enhancing the curriculum through film is a particularly viable approach for the teachers of Prince George's County because they have access to over 6,000 titles stored in the Film Library at Palmer Park and an efficient system for procuring the films. Each school Media Center has copies of the Prince George's County Public Schools Film Library Catalog from which the teachers may select films. Exact information on how to order films is available from the Media Center Specialist.

There are distinct advantages to using film in the ESOL classroom. Film provides a visual stimulus that appeals to students in our modern visually-oriented society. It takes the students from the narrow confines of the classroom and school environment. It provides them with the opportunity to practice pronunciation, grammatical structure and vocabulary relating to other realms of experience. Watching a film is specifically beneficial for the non-native English speaker because the uncertainties of the spoken messages are helped by the visual interpretation of facial expressions and body movements. Even if the student cannot understand all of the sound track, s/he can 'read' the video images and still have an enjoyable and worthwhile learning experience. The Eiki 16 mm projector has greatly facilitated the viewing of films and should be available in every Media Center in the County. By using this movie projector, which is designed to stop and still frame the film at any point during the showing, the video images can be interpreted and emphasized by the teacher.

Despite the advantages of using film in the ESOL class, there are some disadvantages that the ESOL teacher should consider. Many excellent films have a vocabulary load that is difficult for the students. For some students the desire to understand the narrative serves to motivate listening. Other students, however, become frustrated by the lack of total comprehension and lose interest in the film. Along with a heavy vocabulary load, the use of complex language patterns and a rapid delivery of the narrative may interfere with a student's understanding. Films need to be scrutinized for cultural content that may be misunderstood by ESOL students. Material that

would otherwise appear fully acceptable sometimes contains cultural items that require explanation. In addition to all of the above, finding a film that will fit a specific grammar item, such as the comparative or superlative form of adjectives, is difficult. Even those films which are designed for teaching language are produced with the native English speaker in mind and present the material in too verbal a fashion to be intelligible for the average ESOL student. In most cases, therefore, it is the ESOL teacher's task to have the language lesson and the film material enhance each other. It can be said then that there are generally two broad categories of film at the ESOL teacher's disposal; a small, but highly successful group requiring relatively little teacher preparation, and a large diverse group which requires some selective preparation and interpretation.

Films from this wide spectrum are reviewed in this guide. All of them, however, meet the following criteria. The maturity level and the content must be appropriate for the junior or senior high student's interests or curriculum needs. The narrative must be fairly comprehensible. The vocabulary should be functional and contemporary, the rate of delivery should be moderate, and the voice quality of the speakers should be good. Where possible, the films should relate to the structures to be taught in ESOL and suggestions for doing this are included in the entries. Similarly, the film content should relate to the content areas covered in the ESOL curriculum or be sufficiently interesting on its own to warrant inclusion. The next section of this guide offers an overview of the categories and suggestions on how to use this guide.

HOW TO USE THE FILM GUIDE

The films in this guide are categorized according to the content or skill which they emphasize. Some films are cross-referenced if they deal with two content areas or a content and skill area. In the Prince George's County Public Schools Film Library Catalog, all films are listed by alphabetical title or subject. The categories in this guide are somewhat different from the subject section of the Catalog. This guide does not contain any films about countries, or travel films. These can be found in the Catalog. It was felt that the ESOL student population was too diverse to attempt to include a travel film on each student's country.

The format for each film listed is exactly like the Film Catalog. At the top of each entry the following information is given: number of minutes, recommended age level of students, film number corresponding to the film number in the Catalog, and whether or not the film is in black and white or color. Some of the films are parts of different series. If a film is part of a series, the title of the series is found at the end of the description. This is true for this guide and the Catalog. For information on other titles in a particular series, the teacher should refer to the alphabetical title section of the Catalog under the title of that series. Two complete series are described in this guide and all of the titles are listed. However, it was not possible to evaluate all of the films in other series and it has been left to the teacher's discretion to choose from these.

Throughout the guide, each film description contains information on the film's content as well as suggestions for integrating it into the ESOL curriculum. In certain instances, it was not possible to "fit" a film to the curriculum but it has been included in the guide because it is useful in the class. In cases where a film has been based on a well-known book, both the title and the author are given so that the teacher can recommend it to interested students. When a film has questions and activities printed inside its case, this information is given in the description. The guide does not list film companies. However, if a film is particularly effective, the teacher may refer to the Catalog listing of that film for the name of the company. Certain companies produce consistently noteworthy films and other titles by them are usually excellent and should be reviewed. In this fashion, a teacher may add to his/her own inventory of film.

PROCEDURES FOR PRESENTATION OF FILMS

I. Preview all films

A. Develop questions to guide students in their first viewing.

B. Develop vocabulary list.

C. Decide if the film could relate to structures being taught in class and select skill to emphasize.

D. Decide if film should be shown twice for fuller comprehension.

E. Decide which segments of film might need to be stopped and still framed for vocabulary content, introduction of main characters, or meaning of sound track.

F. Decide which segments of the sound track should be replayed for differences in phonological patterns and regional accents which students are not used to.

II. Presentation at Beginning Level

A. Day before showing film

1. Provide simple present tense sentences of the story line.

2. Provide simple guide questions to students.

3. Provide a vocabulary list.

B. Day of showing

1. Watch and enjoy film.

2. Review guide questions, allowing enough time for immediate discussion after viewing.

3. Elicit story line from students.

4. Clarify any misinterpretations about content or cultural items.

C. Variations according to skill to be emphasized

1. Emphasis on speaking

a. Show film again without narration and have students provide narration. It might be necessary to show it twice before doing this.

b. Students list the characters and things they like and dislike about them. Use lists to develop class discussion or divide into two teams for a debate.

c. Students re-enact specific scenes from the film.

d. Play Correct Me. As the teacher retells the narrative, words which are inappropriate in the context of the story line (but which could be confused by the students) are worked into the narrative. These words are known as minimal pairs. A point is awarded to each student who notices an inappropriate word and is able to give the appropriate substitute word with correct pronunciation. e.g. In the movie the smell (small) boy has a dog. He's (His) name is Clown. He runs away and the boy is berry (very) sad. Make the target words part of the students' vocabulary list.

2. Emphasis on writing

a. Using the story line, students change the tenses of the verbs, compose questions, and make comparisons.

b. Teacher manipulates written language according to what is being studied in class.

III. Presentation at Intermediate Level

A. Day before showing film

1. Provide students with a short summary of the film either written or oral.

2. Provide guide questions in written form, incorporating a variety of verb tenses and tense sequences. e.g. What would have happened if _____?

3. Provide a vocabulary list.

B. Day of showing

1. Watch and enjoy film.

2. Discuss film by having students answer guide questions.

3. Elicit story line from students, encouraging a variety of tense usage.

4. Clarify any misinterpretations.

C. Variations according to skill to be emphasized

1. Emphasis on speaking

   a. Organize students into small groups to discuss the answers to teacher-made questions and/or student-made questions. Share answers with entire class.

   b. Stop film and ask students to predict what will happen next.

   c. Turn off sound and have students speak for the characters.

2. Emphasis on writing

   a. Organize students into small groups to write the story. Guide questions and a teacher-made vocabulary list can be used.

   b. Give students a cloze exercise based on the story line.

   c. Ask students to write a different ending.

   d. Listen to a segment of dialog. Have students write a composition which gives the dialog a context and a conclusion.

   e. Discuss one or more characters in the film. Students write a friendly letter to the character, sharing their feelings for them and how they felt about their behavior in the movie. Other students can respond to the letter as if they were the character receiving it.

   f. Write the story sentence by sentence on strips of paper. Be certain to include sequencing words such as then, next, and finally to help students. Divide the students into groups and give each group an identical packet of strips. Working in groups, students order the strips in proper sequence. When a group is ready, the story is presented by each student reading a strip in order. Competition among the students is stimulated by this method. Groups can challenge each other's accuracy.

   g. Reviews of films can be written throughout the year by students and reproduced for the entire class. They could be collected and appear as a part of a class newspaper.

FILMS EMPHASIZING CONTENT

ANIMALS

FARM ANIMALS

11 min. Beg./Jr. 51 Color

Shows cows being milked by machine, sheep being sheared, and a farmer's young son taking care of newborn kittens, a calf, and chicks. Identifies products obtained from farm animals.

Z IS FOR ZOO

9 min. Beg./Jr. & Sr. 2903 Color

A humorous film showing zoo residents and introducing the words and concepts of Eat, Play, Walk, Clean, and Tail. Musical score is lively. For beginning reading students.

ZOO BABY ANIMALS

11 min. Beg./Jr. & Sr. 1982 Color

Takes the student behind the scenes at the zoo to see how baby animals are fed and cared for by their keepers. Can be shown with Z Is For Zoo. A field trip to a zoo would provide an excellent follow up to a unit on animals.

ANASI, THE SPIDER - (See Stories, Fables, Fairy Tales, and Folktales)

BOY WHO LIKED DEER, THE - (See Stories, General)

CASE OF THE ELEVATOR DUCK - (See Stories, General)

CATERPILLAR - (See Films Without Narration)

CHICKEN, THE - (See Stories, General)

FROGS ARE FUNNY - FROGS ARE FAT: ADJECTIVES - (See Grammar)

GOLDEN FISH - (See Films Without Narration)

HUNTER, THE - (See Films Without Narration)

PERILS OF PRISCILLA - (See Films Without Narration)

PHILLIP AND THE WHITE COLT - (See Stories, Teenage Films)

SQUIRRELS ARE UP, SQUIRRELS ARE DOWN: ADVERBIALS OF PLACE - (See Grammar)

BIOGRAPHY

AMELIA EARHART

'26 min. Int./Sr. 1610 Color

Newsreel footage of this famous American woman makes for an exciting film. Students will be stimulated to follow the path of her last flight to speculate on her fate. Film could motivate students to investigate further.

HELEN KELLER AND HER TEACHER

27 min. Int./Jr. & Sr. 3841 Color

The film explores the life of Helen Keller and the close relationship she developed with her teacher, Annie Sullivan. Students will be motivated to read a book on the subject.

CULTURE, AMERICAN

IMMIGRANT EXPERIENCE: THE LONG, LONG JOURNEY

30 min. Int./Jr. & Sr. 3468 Color

Problems and dreams of new immigrants to America are explored. This excellent film focuses on Janek, a Polish boy who arrives in the U. S. in 1907, and follows his life until the present. The moving personal experiences shown motivate discussion and composition about students' experiences.

INDIAN INFLUENCES IN THE UNITED STATES

11 min. Int./Jr. & Sr. 2853 Color

Aspects of our Indian heritage such as names and location of states, roads and rivers are shown. Our language, food, art, and literature also reflect Indian culture. Film stimulates discussion of the influences other cultures have had on the United States.

LAND OF IMMIGRANTS

16 min. High Beg./ Adv. Int./Jr. & Sr. 1898 Color

An excellent, animated film with very clear narration showing the different immigrant groups and giving their reasons for coming to the United States. Promotes discussion about students' reasons for coming to this country.

PEOPLE

11 min. Beg./Jr. 3062 Color

The habits of many different people living in the United States are compared. Motivates discussion on careers, recreation and the common needs of everyone.

WE'LL MAKE OUR OWN TEAM

21 min. Int./Jr. & Sr. 3968 Color

A black youth from Washington, D. C. dreams of being a scientist while his father has more practical career plans for him. Excellent shots of Washington, D. C. are shown. Parental influence on career choice of child stimulates discussion of careers and parental pressure on students.

CULTURE, GLOBAL

BOY OF BOMBAY

16 min. Int./Jr. & Sr. 2958 Color

The life of Satya, 12-year old boy of Bombay, India, is presented. The film points out the simple pleasures of a poor, yet happy family. Film would be an appropriate cross-cultural experience for all students.

BOY OF SOUTHEAST ASIA

16 min. Int./Jr. & Sr. 2959 Color

A farm family of Southeast Asia is shown through the life of Geng, the youngest son. Countryside, temples and a trip to the city are the highlights. The level of narration is most suitable for high intermediate viewers.

FAMILY IN TOKYO

15 min. Int./Jr. & Sr. 1902 Color

Film shows the Japanese way of life. Promotes an understanding of these people.

FAMILIES: ALIKE AND DIFFERENT

15 min. Beg./Jr. 4454 Color

The daily activities of three families (Japanese, Mexican, and American) are shown. This slow-paced film is most appropriate for the student with no or limited English. It is part of The Family Series.

FAMILIES: FOOD AND EATING

15 min. Beg./Jr. 4456 Color

This slow-moving film illustrates food shopping and preparation in three countries - Japan, Mexico and the United States. Stimulates discussion which could occur during the film. It is part of The Family Series.

NIKO: BOY OF GREECE

21 min. Int./Jr. & Sr. 2422 Color

The difficult life on the Greek Island of Mykonos is portrayed. Film has a lot of narration and is most appropriate for high intermediate level students.

WORLD CULTURES AND YOUTH SERIES

Celebrates the creative potential of youth. All films focus on youth in their countries learning an ancient art form. They provide a cross-cultural experience for the students. Could lead to discussion of the differences between these children's lives and the lives of their American counterparts. Films may be ordered individually. They can be located in the alphabetical title section of the Film Library Catalog.

GOPAL'S GOLDEN PENDANT (INDIA)

25 min. Int./Jr. & Sr. 5435 Color

Gopal, age 10, learns minakari or gold and silver enamelling.

MING-OI, THE MAGICIAN (HONG KONG)

25 min. Int./Jr. & Sr. 5430 Color

Ming-Oi, age 16, studies Chinese magic with one of the two remaining practitioners of this ancient art.

SERAMA'S MASK (BALI)

25 min. Int./Jr. & Sr. 5431 Color

Serama, age 16, must carve his own ceremonial mask and perform an intricate Balinese dance before taking his place as principal dancer with the village troupe.

SLIMA THE DHOWMAKER (TANZANIA)

25 min. Int./Jr. & Sr. 5432 Color

Slima, age 14, learns to build the wooden sailing boats called dhows that his village on the northern tip of Zanzibar has been building for 2,000 years.

YOSHIKO THE PAPERMAKER (JAPAN)

25 min. Int./Jr. & Sr. 5433 Color

Yoshiko, age 13, learns the craft of making paper by hand.

CULTURE, GLOBAL AND AMERICAN (MINORITY YOUTH)

AKIRA: MINORITY YOUTH

14 1/2 min. Int./Sr. 4653 Color

A Japanese teenager describes being a part of two cultures - Japanese and American. Akira respects his family and culture, yet feels fortunate to be a part of both. Narration is clear, but only on a senior high maturity level. There is a reference to trying marijuana. It is part of the Minority Youth Series.

CHICANO FROM THE SOUTHWEST

15 min. Int./Jr. & Sr. 3210 Color

Film shows a conflict between the traditional values of the father and the desires of the son to live for the moment. The family moves from a migrant farm in Texas to Los Angeles, precipitating tension. Fosters discussion of students' problems created by their families' upward mobility.

FANCY FOOTWORK

9 min. Beg./Int./Jr. & Sr. 4552 Color

A Chinese boy demonstrates the martial arts at his father's school in Boston. Young Oscar Trevino from Texas is a Flamenco dancer who once studied with Jose Greco. Motivates discussion of continuation of foreign culture and talents in the U. S. Could lead to sharing of talents.

FELIPA: NORTH OF THE BORDER

16 min. High Beg./Int./ Jr. & Sr. 458 Color

Felipa, who dreams of being a teacher, is determined to teach English to her Uncle José, so he can get a driver's license. José needs his license to get a new job. The film shows the value of learning English. Summary and questions are in film case.

LEE SUZUKI (HAWAII)

19 min. Int./Jr. & Sr. 3576 Color

The story of a 14 year old Hawaiian boy who tries to help his grandfather get enough money to buy a boat he needs for his job. Film has beautiful views of the Island and its people, but is rather slow-moving. Makes students aware of the multi-ethnic society of our fiftieth state.

MIGUEL: UP FROM PUERTO RICO

15 min. Beg./Int./Jr. & Sr. 396 Color

Living in New York City, Miguel remembers Puerto Rico and the things he and his father did together. This excellent film focuses on Miguel's present life and the problems he encounters as his family strives for a new existence. The advantages of biculturalism are highlighted and lead to discussion. Students can role play situations and how they would handle them in their countries and in the U. S.

OLIVIA: MEXICAN OR AMERICAN?

17 min. Int./Sr. 3256 Color

This film depicts a young person's conflicts with her Mexican family's traditions. Olivia wants her parents' love but needs some freedom to grow. A useful experience demonstrating the benefits of seeking professional help for one's problems. It is part of the Differences Series.

SIU MEI WONG - WHO SHALL I BE?

15 min. Beg./Int./Jr. & Sr. 464 Color

A story of a young Chinese girl who yearns to be a ballerina, this film presents the conflict between the family's traditional values and a young girl's desires. Motivates discussion of students' families.

TWO FAMILIES: AFRICAN AND AMERICAN

22 min. Beg./Int./Jr. & Sr. 24 Color

Two family structures are studied - an interdependent African tribal family and an independent nuclear family in New York. Stimulates students to analyze their own family's structure and discuss the advantages and disadvantages. Preparing a comparison and/or contrast chart is a good follow-up writing exercise.

FEATURE-LENGTH FILMS

KONTIKI (2 reels)

75 min.	Int./Sr.	2153	Color

The story of the famous voyage from South America to Polynesia by six men on a bolsa raft. Thor Heyerdahl, the expedition leader, narrates the film.

NANOOK OF THE NORTH (2 reels)

55 min.	Int./Sr.	3380	Color

A careful recording of hunting, fishing, the construction of shelter and the relationship between the individual and the family and the community in the Hudson Bay Eskimo community. Film supplements English For Today, Book III, Lesson 3, "The Life of A Hunter".

FILMS WITHOUT NARRATION

BOOMSVILLE

11 min. Int./Jr. & Sr. 2866 Color

This animated film shows how man's progress has shaped his environment. It shows the growth of cities, advent of railroads, cars and planes, immigration, wars and ends with man on another planet preparing to start all over. This film goes well with the topic of pollution explored in several articles in Encounters.

BOY ALONE, A

13 min. Beg./Jr. & Sr. 3004 Color

A sensitive story of a boy who wanders through Paris never able to make contact with people because they all are too busy with themselves. The ESOL students can identify with the feelings of isolation and much discussion is stimulated.

BOY'S JOURNEY THROUGH A DAY

16 min. Beg./Jr. 3071 Color

This film takes us along on a boy's exploration of the countryside and discoveries of nature. Film lends itself to a Language Experience Activity (LEA) and discussion of senses and sensory images. The pace is well-suited to the beginning level.

CATERPILLAR

15 min. Beg./Upper El. & Jr. 3384 Color

A delightful film about a small boy who trains a caterpillar to dance to a harmonica. One day the caterpillar changes into a butterfly. The film shows how a fad catches the imagination of a nation. Good for a LEA. The film case has suitable questions and activities for ESOL students.

CLOWN

15 min. Beg./Int./Jr. & Sr. 2833 Color

The story of a little lost dog and the small boy who searches the city streets until he finds him. Students will be motivated to talk about the characters and the ending of this appealing film. They could write a different ending to the story or dialogs for different segments of the film.

DUET

9 min. Beg./Int./Jr. & Sr. 3361 Color

An animated film about two friendly neighbors who become enemies. A social commentary that leads to a discussion of the possible effects of becoming obsessed with material things.

FENCE, THE

7 min. Beg./Int./Jr. & Sr. 3359 Color

An animated film based on the "Golden Rule", The Fence is the story of a man who throws rubbish into his neighbor's yard and the neighbor retaliates. It provides material for a LEA.

GLOB FAMILY, THE

7 min. Beg./Int./Jr. & Sr. 3912 Color

Formless globs or ink/blots use the viewer's imagination to tell a story. Film motivates students to "verbalize", but unusual nature of material permits much speculation on what is happening.

GOLDEN FISH

20 min. Beg./Int./Jr. & Sr. 3401 Color

An award-winning film about a boy, a goldfish, a yellow canary and a mangy black alley cat. An emotional film with wide appeal.

HUNTER, THE

15 min. Beg./Int./Jr. & Sr. 3246 Color

A boy gets a "BB" gun for his birthday. He experiments with it, and kills a bird. Film stimulates discussion of the use of guns in our society. Students will be motivated to make a comparison with their countries' attitudes toward guns.

LITTLE MARINER

20 min. Beg./Int./Jr. & Sr. 2487 Color

A boy goes to the harbor to sail his toy boat and ends up taking a real sailboat for an adventure. Film could provide a follow-up to the story "Broken Voyage" in Be A Better Reader, Level A.

PERILS OF PRISCILLA

17 min.	Beg./Upper El. & Jr.	3624	Color

A family decides to go away for the weekend and leave Priscilla, the cat, behind. When the garage door accidentally closes, the cat is left without food. Film is cleverly done from the cat's perspective and follows her in her search for food in the big city. When Priscilla is caught and taken to the shelter, the film ends and leaves the viewer with the question, "What will happen to Priscilla?" Film creates much discussion.

RED BALLOON

34 min.	Beg./Int./Jr. & Sr.	2249	Color

An Academy-award winning film fantasy of a boy and his 'tame' balloon in Paris. The balloon follows the boy out to play on the streets, where a group of urchins attempt to destroy it. A heart-warming story with excellent color photography.

SHOPPING BAG LADY

21 min.	Beg./Int./Jr. & Sr.	2736	Color

The story of an encounter between some 14-year-old girls and a poor old woman who roams the streets of New York collecting throwaways in shopping bags. After the police take her to the hospital because she is ill and homeless, one of the girls, Emily, discovers a family album belonging to the old woman and realizes that she, too, had once been young and vibrant. Emily also gains insight and understanding into her grandmother who lives with the family. This film stimulates discussion about different societies' attitudes toward the aged.

SKI FEVER - (See Creative Writing)

STRING BEAN (LE HARICOT)

17 min.	Beg./Int./Jr. & Sr.	1567	Color

An award-winning film about an old woman who grows a string bean plant in a pot in her apartment. When the plant gets too big for inside, she surreptitiously plants it with other plants in the Jarden de Tuileries. Its fate and her outlook on life form the core of the film's meaning.

TIME OF THE HORN

7 min.	Beg./Jr.	20	Black/White

A small black boy retrieves a discarded trumpet and loses himself in a jazz fantasy. An open-ended film that stimulates discussion of thoughts different kinds of music bring to mind.

VIOLIN

24 min.	Beg./Int./Jr. & Sr.	3472	Color

A sensitive film about an encounter between a young boy and an old musician who gives the boy the gift of music. This film will stimulate a lot of discussion in the form of speculation about the characters and their motives.

FOOD

FAMILIES: FOOD AND EATING - (See Culture, Global)

FOOD SERVICE - (See Career Education)

FOOD: STORY OF A PEANUT BUTTER SANDWICH

15 min. Beg./Int./Jr. & Sr. 3404 Color

The story of peanut butter from the field to the supermarket. Many questions about peanuts are asked throughout the film. The film could be stopped for discussion. The making of peanut butter sandwiches in the film could lead to classroom experimentation. Film case has synopsis, questions and suggestions for follow-up activities.

GEOGRAPHY, AMERICAN

KONTIKI - (See Feature-Length Films)

NANOOK OF THE NORTH - (See Feature-Length Films)

PADDLE TO THE SEA

28 min. Int./Jr. & Sr. 2427 Color

Based on the book, "Paddle To The Sea," by Holling C. Holling, the film follows a canoe, hand-carved by a young Indian boy, from its launching in a frozen stream in Canada's northern forest to the end of its journey in the Atlantic Ocean. The geography of the Great Lakes - St. Lawrence Seaway system is mapped out and serves as an introduction to Canada and the northern border of the U. S. In addition to learning about the waterway, students will also see the system of locks that enable ships to pass through it. Motivated students will be interested in reading the book which is found in any public library.

PRINCE GEORGE'S COUNTY IN PROFILE

28 min. Int./Sr. 4146 Color

Traces the history of Prince George's County from its beginning and gives an overview of the County today, County Offices, School System, Industry and main points of interest are seen. Film provides good field trip ideas.

WASHINGTON, D. C. - CAPITAL CITY, U.S.A.

22 min. Int./Sr. 2040 Color

This panoramic travelog of Washington, presents an interpretive look at our government buildings and explains how the entire city was carefully planned.

WASHINGTON, CITY OF THE WORLD

14 min. Beg./Int./Jr. & Sr. 2388 Color

This film explores the nation's capital including the buildings, monuments, embassies and other structures. Washington is presented as the representation of the history and heritage of Americans. Narration is ideal for beginners and photography is excellent. This film could introduce a study of Washington or may be used before a field trip.

WASHINGTON, D. C. - STORY OF OUR CAPITAL

10 min. Beg./Jr. 231 Color

The early history of Washington, D. C. is given through the words of the designer of the masterplan, Pierre L'Enfant. The pace of the film is suitable for beginners.

WINGS IN THE GRAND CANYON

14 min. Int./Sr. 3802 Color

This film presents an aerial tour of the Grand Canyon. The Havasupai Indians, inhabitants of the Grand Canyon, are shown. This film is a good follow up to the reading on the Grand Canyon in English For Today, Book II, Lesson 14.

HISTORY

CHILDREN OF THE PLAINS INDIANS

18 min. Int./Jr. & Sr. 1527 Color

A very detailed account of the daily life of members of an Indian tribe on the Great Plains about 1950. The film appeals to ESOL students' inherent interest in the American Indians. Additional information could be acquired by a field trip to the Museum of Natural History or the National Portrait Gallery.

FOLKSONGS OF AMERICA'S HISTORY

14 min. Int./Jr. & Sr. 802 Color

Important periods in American Folk History showing the expansion of the United States in the 19th century are highlighted with folksongs. The narrative is difficult, but the film and music are excellent. The use of real actors to depict events makes the film come alive. This film is a good introduction to teaching folksongs.

INDIAN INFLUENCES IN THE UNITED STATES - (See Culture, American)

LAND OF IMMIGRANTS - (See Culture, American)

SCIENCE

BOOMSVILLE - (See Films Without Narration)

FIRE MOUNTAIN - (See Creative Writing)

LIGHTNING AND THUNDER

11 min. Int./Jr. & Sr. 2304 Color

A father and son escape from a thunderstorm. Setting off firecrackers at varying distances demonstrate the time lapse between lightning flash and the thunder that follows. Film concludes with a demonstration of common safety practices to avoid injury by lightning. A good follow up to Unit 2, The Wonders of Science.

HOW TO STUDY ECOLOGY

10 min. Int./Jr. & Sr. 3434 Color

How to choose an area to study, find out which plants and animals live there and how they relate to each other are discussed. Students should be introduced to the interrelationship between plants and animals before viewing the film. Film is a good follow up to articles in Scholastic Book, Match on "Walking Fish" and "How America Has Changed" and in Encounters, "The Fight to Save Wild Horses".

STREAM

15 min. Int./Jr. & Sr. 3081 Color

A lyrical film about a wealthy businessman who is chauffered to the country so he can sail a model boat. The boat drifts into polluted waters. The man doesn't catch up with it until after he has eaten his lunch and discarded the remains in the stream. He is very upset by the condition of his boat and throws it away in disgust. Film is a good follow up to articles on pollution found in Encounters, Chapter 3, "Bike For A Better City," and, "Be A Better Reader," Level A, Unit 1, "People Who Help The Fishers" and "Classes Of Water Animals" and the Scholastic Skills Book, Match, "The Bike Boom Is On."

WEATHER FOR BEGINNERS

11 min. Int./Jr. & Sr. 1449 Color

A series of experiments help the viewer understand how changes in the air currents cause weather change. There is a lot of explanation, but film is useful as a follow up to Unit 2, The Wonders Of Science.

STORIES (FABLES, FAIRY TALES, & FOLKTALES)

ANANSI, THE SPIDER

10 min.	Beg./Int./Jr. & Sr.	221	Color

This animated film tells the tale of Anansi, the spider, a folk hero of Ghana's Ashanti people. The narrative of this film is particularly good for ESOL students and can be coordinated with ESOL's Ananse Tales.

ARROW TO THE SUN

12 min.	Beg./Int./Jr. & Sr.	225	Color

An animated film based on a tale from the Pueblo Indians of the Southwest U. S. A boy's search for his father leads him to a dazzling voyage on an arrow to the sun. His father, Lord of the Sun, finally recognizes him so he returns to earth to spread the delights of the sun. Relationships between parents and children can be discussed and explored.

COW-TAIL SWITCH

8 min.	Beg./Int./Jr. & Sr.	3388	Color

This animated film based on an African folktale portrays a hunter who is killed by animals and is reincarnated. Narration of the film is ideal for beginning ESOL students. Devotion to family and family traditions are emphasized.

FABLE OF HE AND SHE, THE

12 min.	Int./Sr.	3926	Color

This fable with animated clay figures explores sex stereotyping in our society. The film could lead to discussion of roles in our society and those in other societies.

GIVING TREE, THE

10 min.	Beg./Int./Jr. & Sr.	126	Color

The touching relationship between a boy and a tree and the meaning of giving and taking are presented. Animated film has slow narration with a lot of repetition. Events in the boy's life are good for discussion of tenses. The use of the intensifier, "too" is repeated. It is based on the book, The Giving Tree, by Shel Silverstein.

HANSEL AND GRETEL

17 min. Int./Jr. 2053 Color

This well-known Grimms' fairy tale is presented by live actors. Film could motivate students to write dialog and act out their own version.

JACK AND THE BEANSTALK

16 min. Int./Jr. 2052 Color

This well-known English tale which shows that greed can lead to trouble is presented by live actors on stage. Film could stimulate the reading of the tale.

JACK AND THE BEANSTALK

8 3/4 min. Int./Jr. 4642 Color

This is the animated version of this popular tale. It is from the Classic Tales Retold Series.

JUST SAY HIC (SAY IT HEECH)

9 min. Int./Jr. & Sr. 1571 Color

This Turkish folktale is about Hasan who is on the way to the bazaar to buy salt (called Heech). By repeating the word Heech aloud, Hasan hopes to remember his errand. Heech has more than one meaning in his country, so Hasan ends up having some amusing adventures. Much practice is provided in the narrative on the modals 'supposed to' and 'should'.

MAGIC TREE, THE

10 min. Beg./Int./Jr. & Sr. 203 Color

This is an animated film about a homely, unloved boy who leaves home and discovers a secret place. Narration is easy to understand and animation is very clever. This film would complement the teaching of opposites and comparatives. It ends with a question that could lead to good discussion.

MY MOTHER IS THE MOST BEAUTIFUL WOMAN IN THE WORLD

9 min. Beg./Jr. & Sr. 3356 Color

A Ukranian folktale about a girl who is lost. She looks for her mother, describing her as "the most beautiful woman in the world". When she is finally found, that is what she proves to be - if only in the eyes

of her daughter. Film has cartoon illustrations. It gives cultural background with universal feeling.

PETER AND THE WOLF

14 min.	Beg./Upper El. & Jr.	1787	Color

A Walt Disney animated version of the tale which introduces the characters along with the instruments that they represent in the musical score. Some of the more common musical instruments can be taught.

RUMPLESTILSKIN

17 min.	High Beg./ Int./Jr.	2049	Color

This classic fable is well portrayed by real actors. Film could motivate students to read the story as well as stimulate retelling and writing of the tale.

UNICORN IN THE GARDEN, THE

7 min.	Beg./Int./ Jr. & Sr.	3385	Color

A Thurber fable about a man who sees a unicorn in the garden and tries to convince his wife that it exists. This animated film questions our attitudes toward people who are able to see things that we cannot see. It provides a basis for good discussion in the ESOL class.

WAVE

9 min.	Beg./Int./ Jr. & Sr.	3353	Color

A Japanese folktale about Ojusan who saves his village from a huge tidal wave by a unique method. Film is animated. Film case has synopsis, questions, and vocabulary which is helpful in preparing students for film.

STORIES, GENERAL

BOY WHO LIKED DEER, THE

18 min.	Beg./Int./Jr. & Sr.	2733	Color

An excellent and easy to understand story about a young boy in conflict with himself. He becomes vengeful and destructive after learning he must attend summer school. He ends up destroying the things he loves. This is a good story for teaching sequencing of events.

CASE OF THE ELEVATOR DUCK

17 min.	Beg./Int./Jr. & Sr.	3967	Color

An entertaining story of a boy who decides to play detective. One day he finds a duck on the elevator and takes on his first assignment - finding the owner without letting the housing authorities know there is an animal in the apartment. The use of a dialect from an ethnic minority provides an opportunity to hear and understand another variety of English. Film is easily understood.

CHICKEN, THE (LE POULET)

15 min.	Beg./Int./Jr. & Sr.	3164	Color

A little boy is so fond of a chicken that he doesn't want his parents to eat it for Sunday dinner. He makes them believe it's a hen, not a rooster. The narration is in French with English subtitles. This does not detract from the visual story.

THE VIOLINIST

8 min.	Int./Jr.	3964	Color

An animated story about lovable Harry who likes to play the violin, but plays poorly. He tries to learn to play with feeling and loses his identity as a lovable person. This film is good for discussing conformity or trying to be something you're not.

STORIES, TEENAGE FILMS

BIG HENRY AND THE POLKA DOT KID

33 min. Beg./Int./Jr. & Sr. 4344 Color

An orphaned boy adjusts to a new life with his uncle on a farm. He befriends an old dog and also develops a special relationship with his uncle.

BLIND SUNDAY

31 min. Beg./Int./Jr. & Sr. 749 Color

Eileen, a blind high school student, copes well with her handicap. Jeff meets her and becomes impressed by her abilities. In order to better understand her handicap, he blindfolds himself for a day. Film is part of the Teenage Years Series.

PHILLIP AND THE WHITE COLT

24 min. Beg./Int./Jr. & Sr. 34 Color

Edited from the feature film, "Run Wild, Run Free," this moving story is about a mute boy who develops a close relationship with a white colt. When they get lost in a storm and the colt stumbles into a treacherous marsh, Phillip must speak in order to get the colt to safety. An intensely human story that transcends cultural differences.

P. J. AND THE PRESIDENT'S SON

47 min.
(2 reels) Beg./Int./Jr. & Sr. 4525 Color

Two fifteen-year old boys in Washington, D. C. meet and discover that they could pass for identical twins. One is the President's son; the other is the son of a middle-class family. They are envious of each other's life, and decide to exchange places for a few days. Film is part of the Teenage Years Series.

SARA'S SUMMER OF THE SWANS

33 min. Beg./Int./Jr. & Sr. 739 Color

Fourteen-year-old Sara is having a miserable summer growing up and is not getting along with her family. It is based on the award-winning book by the same title. Film is part of the Teenage Years Series.

THE SKATING RINK

27 min. Beg./Int./Jr. & Sr. 3296 Color

After witnessing the drowning of his mother, Tuck hasn't been able to speak without stammering. He is rejected by family and peers until he gains self confidence as an ice skater.

FILMS EMPHASIZING SKILLS

CAREER EDUCATION

MY FIRST JOB SERIES

Helps the ESOL student to explore some potential first jobs. In each film, the job is described by a worker.

Films may be ordered individually. Film titles can be located in the alphabetical/title section of the Film Library Catalog.

CHECKER - CASHIER

9 1/2 min. Int./Sr. 1853 Color

A young woman working in a supermarket talks about the personal qualifications and the responsibilities of the job.

DRUGSTORE CLERK

9 1/2 min. Int./Sr. 1863 Color

A young woman relates some of her sales experiences and on-the-job training in the drugstore.

FOOD SERVICE

9 min. Int./Sr. 1972 Color

A young waitress and a young salad maker introduce their jobs. Other entry-level jobs are hostess, chef, and busboy.

SERVICE STATION ATTENDANT

10 1/2 min. Int./Sr. 1858 Color

A young man recounts his range of daily activities, from pumping gas and handling money to special services such as tire-changing and minor mechanical work.

STOCK CLERK

9 1/2 min. Int./Sr. 1919 Color

A young man tells about his duties in an electronic high fidelity equipment store.

CREATIVE WRITING

FIRE MOUNTAIN

8 min. Beg./Int./Jr. & Sr. 3317 Color

Film was made during the eruption of Kilausa, on the Island of Hawaii, in August, 1969. Contains some of the most dramatic footage ever obtained of a volcano in action. Students can write about how the erupting volcano makes them feel, or how they would react if caught near an eruption.

I WONDER WHY

6 min. Int./Jr. & Sr. 2553 Color

A black girl's thoughts of what she likes is portrayed with simple narration. She likes so many things and wonders why some people don't like her. Stimulates stream of consciousness of what one likes as well as discussion of understanding differences of people.

MAKING HAIKU

9 min. High Beg./Int./ Jr. & Sr. 4107 Color

Film explains how to write this poetic form. By using a projector that can be stopped, students can view scenes and write their own haiku. Helps with syllabication. Some introduction to the topic is needed.

SKI FEVER

9 min. Beg./Int./Jr. & Sr. 3429 Color

An award-winning film that explores the visually exciting and often amusing activities of the skier. After seeing this, skiers and non-skiers alike will ask, "Why do people do it?" There is no narration. Students could write about their own experiences or why they would or would not want to try skiing.

GRAMMAR

FROGS ARE FUNNY - FROGS ARE FAT: ADJECTIVES

11 min. Beg./Jr. & Sr. 3431 Color

Words selected from commonly used vocabulary lists and primary readers are presented both orally and visually in carefully designed superimposition of words over action. Visuals of animals and people stimulate student interest. Rhyme and music help to create sentence patterns that aid in retention of words.

IN OUT UP DOWN UNDER OVER UPSIDE DOWN

8 min. Beg./Jr. & Sr. 3160 Color

Film teaches actual words by using everyday environments and situations. A song comprises the narrative and is repeated both orally and visually frequently throughout the film.

NOUNS AND ADJECTIVES

9 min. Beg./Jr. & Sr. 4470 Color

Harvey and his high flying kite help the Wizard show how much more interesting and descriptive nouns can be when used with various adjectives to describe size, color, degree, quality and other attributes. Film is part of the "Wizard of Words" Series.

ONE AND MORE THAN ONE

10 min. Beg./Jr. & Sr. 3213 Color

A basic film about plurals. The GeeBees (twin boys) and Paula go shopping for birthday presents for a friend. After purchasing them, they attend a birthday party that takes place on a farm. Words appearing on the screen: legs, boxes, candies, feet, fish, guppies, mice, books, hats, cakes, people, men, cows, birds, horses, geese, friends. Film is from the "Read On" Series.

PREPOSITIONS

10 min. Beg./Jr. & Sr. 4471 Color

Harvey, the lifeguard, participates in a rescue at the ocean. Understanding and identifying prepositions are emphasized. Film is part of the "Wizard of Words" Series.

SHORT VOWEL SOUND

12 min.	Beg./Int./Jr. & Sr.	3703	Color

Short and long vowel sounds are presented with the final e rule. Bright colors differentiate vowels from consonants. Pictures illustrate the words presented. There is a lot of information presented to show that a single vowel sound is determined by the letters following it. Stopping the film after each rule or showing only part of the movie is suggested. The inductive method of presentation can be used if film is stopped at strategic points. Film case has a complete list of words presented. This film ties in with techniques for teaching reading.

SQUIRRELS ARE UP, SQUIRRELS ARE DOWN: ADVERBIALS OF PLACE

10 min.	Beg./Jr. & Sr.	3432	Color

This film should be shown to a beginning class at the beginning of the year. It points out adverbs of place (in prepositional phrases). The dialog is very simple, and visuals of sentences are coordinated with pictures of squirrels and oral description. Ample repetition makes for reinforced learning. Film case has words used in film with teaching suggestions.

VERBS AND ADVERBS

9 min.	Beg./Jr. & Sr.	4472	Color

Harvey takes a wild bicycle ride and many verbs are illustrated. The use of adverbs to make verbs more expressive is demonstrated. Film is part of the "Wizard of Words" Series.

STUDY SKILLS

HOW TO USE A TEXTBOOK: YOUR STUDY SKILLS

14 min. Int./Sr. 3444 Color

Explains and demonstrates the parts of a textbook such as: preface, table of contents, glossary, etc. Much preparation is needed to make this film a summary and not an introduction to using a textbook.

SURVIVAL SKILLS

IT'S ALL MINE

10 min. Int./Jr. & Sr. 2901 Color

This animated film describes the service of a bank. It shows how saving money not only helps you buy what you want but is also helpful to the community. Relates to English For Today, Book III, Lesson 13.

SIX BILLION DOLLAR SELL

15 min. Int./Jr. & Sr. 4583 Color

An original theme song and lively animation make this film about questionable T. V. advertising, an excellent introduction to consumer education. We are made aware of how T. V. can influence our attitudes and judgments. This film supplements Know Your World's frequent articles on consumerism and Challenge (a Scholastic Skills Book) which has an article on The Consumer Revolution.